

UNIVERSITY OF SOUTHERN QUEENSLAND

**ASSESSING THE EFFECTIVENESS OF THE DIFFERENT LEVELS OF
INSTRUCTIONAL STRATEGIES (DLIS7) FOR ONLINE LEARNING BY
UNDERGRADUATE STUDENTS FROM THE UNIVERSITY OF SOUTHERN
QUEENSLAND (USQ), AUSTRALIA**

A Dissertation submitted by

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ABSTRACT

Based on Chickering and Gamson's (1987) Seven Principles for Good Practice, the purpose of this research project was to attempt to revitalize the principles by amalgamating them with Merrill's (2006) Different Levels of Instructional Strategy. The primary aim was to develop an instrument for DLIS7 and obtain data that could facilitate its validation and standardization using a pretest-posttest Internet quasi-experimental research design. The proposed measure could then be put forward for use either as a rubric for facilitating the extrinsic implementation of DLIS7, or as a set of unobtrusive diagnostic indicators for assessing the quality of learning intrinsically experienced by students in blended and online courses. The study was conducted across five faculties at a regional Australian multi-campus university. The intent was to contribute to new knowledge by utilizing the data collected to generate awareness about the likelihood of thrusting into practice varying levels of instructional strategies for communicating expectations and relaying information in view of improving the instructional design of future online courses. The idea was to produce a tool that could create more opportunities for more of the principles to be put to good use as an effectiveness multiplier. The critical insight that can be extended to educational administrators, teaching staff and instructional designers is the importance of making good use of whatever was made available, while remaining autonomously eclectic when deciding the discretionary balance between utilizing asynchronous or synchronous communication technology and online resources for blended and online courses.

CERTIFICATION OF DISSERTATION

The work submitted in this dissertation is original, except as acknowledged in the text.

The material herein has not been submitted, either in whole or in part, for any other award at this or any other university except where acknowledged.



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12th July 2013

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